

Oney Judge's Journey to Freedom

Grade levels: 5-6

Expected Class Sessions to Complete: If all activities are completed, it should take 4 or 5 fifty minute sessions.

Objectives:

Students will demonstrate knowledge of the events of Oney's escape verbally and through performance or art.

Students will articulate the difficult decisions and dangers concerning her flight.

Students will present both points of view for Oney's freedom.

Students will understand the price of attaining Oney's freedom.

Standards Correlations:

Common Core State Standards Correlation :Common Core Standards for ELA and Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

****Note:** Standards listed are extrapolated from Grades 9-10 CC History/Social Studies, Science, and Technical Subjects; the lessons can be adapted for grades 7-12, refer to corresponding standards for your particular grade level.

CCRI (9-10).1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCRI (9-10).2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCRI (9-10).7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSL (9-10).1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSL (9-10).2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSL (9-10).4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSL (9-10).5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Materials: Access to internet or copies of articles referenced below; *The Escape of Oney Judge* by Emily Arnold McCully; art supplies and large poster paper

Introduction:

Oney Judge was a young female slave owned by Martha and George Washington. While living in Philadelphia with the President and his family, Oney risked her life when she escaped to freedom in New Hampshire. This week we will hear Emily Arnold McCully's *The Escape of Oney Judge*. Then we will investigate and analyze Oney's path, choices and challenges as she pursued her freedom.

Procedures:

1. Teacher will read *The Escape of Oney Judge* by Emily Arnold McCully.
2. Students will read (with help of teacher if necessary) both of the following accounts of Oney's life:

<http://www.ushistory.org/presidentshouse/slaves/oney.htm> (primary source included)
<http://seacoastnh.com/blackhistory/ona.html#7>

3. Teacher and students will work together to produce, on the board or with a graphic organizer, an outline of Oney's life.

You can use the following headings to guide the students:

- I Young Oney in VA, NY and PA
- II Escape to NH
- III Attempts to get her back
- IV Later years in NH

4. Oney Judge must have been very frightened before her escape from Philadelphia. What was going through her mind the night before she left? With partners, have students list the pros and cons of escaping that Oney was probably tossing around in her head that night. Record the different ideas on a large pros and cons t-chart for all to see.

5. Students and teacher will read two interviews with Oney Judge:

<http://www.ushistory.org/presidentshouse/slaves/oneyinterview.htm> (primary source)

Divided students into groups of 4 and prepare for a debate in each group. Using information from the articles and interviews, two students will present Washington's reasons for wanting Oney back and two students will present Oney's reasons for wanting her freedom. Within groups, students will share their points and then share with the whole class.

6. Divide class into 4 groups. Each group will take a portion of Oney's life (1. Young Oney in VA, NY and PA, 2. Escape to NH, 3. Attempts to get her back, 4. Later years in NH) and prepare a short skit depicting this period in her life. All groups will present their skits in sequence.

or

Student groups can create a mural depicting the assigned period in Oney's life. Display in a prominent location.

Questions to think, write or discuss:

1. Oney had a very difficult life as a free person. In the end, she died a very poor woman. Do you think she was wise to escape from the Washingtons? Explain
2. Do you think George Washington acted correctly/morally when dealing with Oney? Explain
3. In terms of race relations, how have we as a society changed since the 18th century? How have we remained the same?
4. If you could ask Oney one question today, what would it be?

Vocabulary:

dower slave

indentured servant

liberty

moral

self-sovereignty

Other Resources:

My Name is Oney Judge by Diane Turner. Historical fiction picture book retelling of the Oney Judge story. Grades 3-6

Taking Liberty: The Story of Oney Judge, George Washington's Runaway Slave by Ann Rinaldi. Historical fiction novel by award winning author retells the Oney Judge story. Grades 6-8

http://www.weekslibrary.org/ona_maria_judge.htm (primary source) Contains letters of correspondence between Washington's Secretary of Treasury Oliver Wolcott and the

Collector of the Port of Portsmouth Joseph Whipple concerning the return of Oney Judge to Mrs. Washington.

<http://www.ushistory.org/presidentshouse/slaves/washingtonand8.htm> (primary source)

Excerpts from letters between the President and his Chief Secretary concerning his compliance (or lack of compliance) with the Pennsylvania Gradual Abolition Act of 1780.